R E P O R T  R E S U M E S

ED 011 468 RC 000 663

A GOOD PRESCHOOL PROGRAM.

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WHITERIVER PUBLIC SCHOOLS, ARIZ.

PUB DATE 65

EDRS PRICE MF-$0.09 HC-$2.28 57P.

DESCRIPTORS- EARLY EXPERIENCE, *GAMES, EATING HABITS, *INSTRUCTIONAL MATERIALS, *PRESCHOOL CURRICULUM, PRESCHOOL EDUCATION, PRESCHOOL LEARNING, PRESCHOOL PROGRAMS, PRESCHOOL TEACHERS, *VOCABULARY DEVELOPMENT, *AMERICAN INDIANS, SCHOOLS, HEADSTART PROGRAM, FORT APACHE RESERVATION, WHITERIVER

THIS IS A GUIDE FOR THE WHITERIVER HEADSTART WORKERS. IT INCLUDES SECTIONS ON HOW CHILDREN LEARN AND WHAT MAKES A GOOD PRESCHOOL PROGRAM, AS WELL AS SUGGESTIONS FOR WORKERS WHO ARE INEXPERIENCED WITH YOUNG CHILDREN. IT ALSO DISCUSSES DESIRABLE PLAY ACTIVITIES AND MATERIALS, THE RESPONSIBILITIES AND DUTIES OF WORKERS, AND A VOCABULARY TO BE DEVELOPED IN THE PRESCHOOL CHILDREN. (CL)

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# A GOOD PRESCHOOL PROGRAM

HEADSTART PROGRAM

WHITERIVER PUBLIC SCHOOLS

FORT APACHE RESERVATION

WHITERIVER, ARIZONA

1965

Margaret McNevins
Director of Project

RC 000 663

## SUGGESTED DAILY PROGRAM

| | |
|---|---|
| 8:30 - 9:00 | Getting acquainted, greetings, directions, opening exercises, review of previous work. |
| 9:00 - 9:15 | Water -- restroom. |
| 9:15 - 9:30 | Music -- songs, singing games. |
| 9:30 - 9:50 | New vocabulary presented in dialogue with supplement. |
| 9:50 - 10:00 | Milk and free play. |
| 10:00 - 10:30 | Story time, dramatizations, finger plays, puppet shows. |
| 10:30 - 10:50 | Structure drills utilizing new vocabulary. |
| 10:50 - 11:15 | Art, rhythms (individual work for those needing special help) |
| 11:15 - 11:30 | Review of new dialogue, followed by review of familiar language pattern. |
| 11:30 - 12:00 | Evaluation |
| | Clean up. |
| | Preparation for Nonn. |

HEAD START SCHOOL ROUTINES
(Instructional Aides and Volunteers)

Period One

1. Unlock door and meet children and parents in the classroom.

2. Fill out health cards as children are checked.

3. Get name tags out of desk.

4. Set up play centers according to room arrangement diagram

   a. Work Center -- Picture Cars, Books, etc.

   b. Activity Center -- Clay & Painting Easel

   c. Play Center -- Doll & Dress-Up Corner
      Toys & Block Corner

   d. Listening Center -- Record Player

5. Bring record player and records from central supply.

6. Take outside toys from storage room: Sand Toys, Wagon, Tricycles, Play House Toys, Punching Bag, Barrels, etc.

7. Cover activity table with paper.

8. Get out clay, crayolas, and drawing paper.

9. Set up paint easel, putting paper on floor under easel. Mix paints. See recipe. Place paper towel under paint.

Period Two

1. Get out outside play equipment. Balls, Ropes, etc.

2. Have instructions in mind for individual and group play.

Period Three

1. Prepare for lunch.

2. Supervise handwashing.

3. Discuss menu and how to eat special foods.

Period Four

1. Turn out lights and lock door.

2. Dustmop room and arrange in orderly manner. Store dust cloth in covered container.

3. Sweep outside play house and concrete patio; pick up litter from playyard.

4. Leave outside toys in good order.

5. Erase chalkboards. Clean erasers and chalk tray.

6. Remove table toys and arrange on shelves.

7. Put name tags away in desk.

8. Clean wash basins in restrooms and empty waste baskets.

9. Clean paint brushes and leave easel clean.

# HOW CHILDREN LEARN

1. Children learn what they want to learn, but not what we want them to learn.

2. Children learn a little at a time -- very slowly. "I told you that yesterday." Of course you did, and you'll need to say it again tomorrow, clearly and without irritation.

3. Children learn by what they see us do -- far more than from what they hear us say.

4. Children learn what they understand. We may have to say it in more than one way.

5. Children learn the most important lessons of life at home.

6. Children need to be taught patiently, gently but firmly.

7. Children learn more by what is right than by what is wrong. Try to accomplish learning in ways other than hostility or agression.

8. Knowledge of improvement has a positive effect upon learning. We should keep children informed as to the progress they are making.

9. Children learn more in a friendly atmosphere than in an unfriendly one.

# A GOOD PRESCHOOL PROGRAM

Each preschool is unique but no suggested schedule is given because the type of program and the time planned for various activities depend upon such factors as the special needs of the children enrolled, the educational philosophies of the staff, the amount of time the children spend in the preschool, the physical facilities, and the weather. All good preschool programs do have one similarity - the aim to provide happy, worthwhile play experiences that will help children grow, develop, and learn under the supervision of qualified and understanding teachers.

A good preschool program:

1. Provides for the health and safety of the children.

2. Meets the needs and interests of each child and of the group as a whole.

3. Is challenging without being overstimulating, permitting the child to go at his own pace and according to his own ability.

4. Gives opportunity for children to play alone or with other children.

5. Permits children to select their own activities.

6. Sets up rules to insure safety, to protect the right of individuals and to protect property.

7. Helps children to express their feelings in acceptable ways.

8. Provides for active play balanced by quiet activities both indoors and out.

9. Provides for rest and relaxation.

10. Maintains an unhurried atmosphere where a child learns by doing, and where the value lies more in the joy of doing than in the finished product.

11. Provides opportunities for sensory exploration -- seeing, hearing, touching, smelling, tasting.

12. Is flexible, providing for changes in the order of events or in timing, so that advantage may be taken of special interests or of opportunities which arise for learning experiences.

13. Provides plenty of time and materials for free, spontaneous play, for creating with a variety of materials, and for investigating and experimenting. When materials and time are restricted, aggressive behavior is increased. But recognizes <u>time</u> as one of his <u>most valuable</u> resources in his growth and development.

14. Realizes that models and patterns block self-expression and are not acceptable in a preschool program.

15. Provides for some experiences, such as music or stories, in which all children are included, although no child is forced to participate.

16. Allows plenty of free time for children to do things for themselves and to take responsibility for their own care in line with their own abilities.

17. Provides opportunity for increasing language skills.

18. Offers mental stimulation through methods which are play orientated and suited to the maturational development of the child.

19. Meets the nutritional needs of children during the time they are in school.

20. Teaches him a growing conscience of the value of the human resources being invested in him and establishing a place for himself with his fellow man.

GUIDES FOR WORKING
WITH PRE-SCHOOL CHILDREN IN A GROUP

I. Speech and Voice -- Keep your voice as low as possible. State suggestions or directions in a positive form whenever possible.

(Learn These)

This is what we do now.
It's music time.
There is a place for you to paint now.
I would like to have you help me do this.
This is the way to _____.
We do not push people.
This is the time to _____.
We will pour together. You put your hands here and here.
Keep your feet quite near your own chair.
It is juice time.
It is your turn to _____.
Let's wait for everyone to be ready to drink his juice.
It is time to come to the toilet.
You may wash here.
You need to _____.
It hurts to be hit, so you may not hit.
Balls are the only things we throw.
This is the way to rest.
Your hands need to be helped.
I will tell you when it is your turn.
It is easier to do it this way.
Now you try it.
I think you are able to do it without help now.
I think you can do it all by yourself, would you like to try?
You tell me about it.

For the Younger Child -- at the Toilet

1. First you go to the toilet. (Help them if needed.)
2. Now you wash your hands on the inside and the outside. (Said when the child is at the basin.)
3. The soap is in the container -- you hold your hands under here and I will push it for you. Now would you like to try it?
4. We pull a towel out of this box -- now you dry your hands and throw the towel in this container.

For the Older Child

1. First you go to the toilet, then you wash your hands.
2. You need to use the soap and when you are finished, turn off the water.

Use only words and a tone of voice which will help the child feel confident and reassured, not afraid or guilty or ashamed.

Use your voice as a teaching tool.

II. Encourage each child to help himself as much as possible; do not insist upon his doing things if he is tired or unhappy.

Give sufficient help so that the child feels satisfied with his accomplishments.

Give a child plenty of time to finish what he is doing.

Cultivate an unhurried attitude; enjoy the group and the group will enjoy you.

Allow children to take initiative in play activities. Keep in the background, rather than the foreground.

Be ready to show sympathy and affection when a child seems to need it.

III. Discipline -- in a broader sense -- is guidance. *It is helping* a child to learn.

How to do
When to do
What to do

A schedule is <u>when</u>
A routine is <u>what</u>
Talking is <u>why</u>
Activities are <u>how</u>

Start with the assumptions that every child is willing to behave in the correct manner, and that every bit of behavior has a reason or a cause. Try to see how it looks to the child. Expect children to do necessary things as a matter of course.

Children have to learn what they can do and can't do.
You have to be firm about it.
Children must understand the limits.
There must be authority.

Do not expect every child to enter into all activities.
Watching is also a form of learning.

Avoid motivating a child by making comparisons between one child and another or encouraging competition.

Limits need to be set for:

Safety - for protection of all

Examples:

They are not allowed to throw sand.
They cannot take toys up the slide.
They are to go down slide one way.
Only balls and bean bags are thrown.

Health - Rest period should be interspersed with play.

Consideration for Others - If there is trespassing on another's rights, and it is something that annoys, then it is time to step in.

Honesty - Nothing is taken from the laboratory. Let the children understand that this is for their use in the laboratory.

When children roll and tumble.

During group time - music, story time, rest, or refreshments. Sometimes is interested even though he doesn't appear to be.

Basic principle: Young children (2 year olds and some 3 year olds) are physically unable to sit for a group activity.

Safe rule to follow: A little child usually relates himself only to about as many people as he is old - plus 2.

Example:

2 years + 2 = 4 children in group
3 years + 2 = 5 children in group
4 years + 2 = 6 children in group

Two year old-group only for eating and sleeping. Not ready for group stories.

Three year old-group. Select stories that relate to them and tell story after an active period. Know story well to hold attention. Be ready with picture if you plan to use them.

Four and five year olds. More ready for group activity. Keep "roller" busy until ready for group activity - then put him close to you. To help keep children's attention arrange:

some within reach of hand (more active ones)
others within reach of voice and
others within reach of eyes.

When children poke

Poking is one way to show they like each other - a good natured poking. You can't put 2 year olds in a big group and expect 5-year behavior of them.

When children are playing for attention - what to do about it.

Whenever a child is playing for attention he needs it. He needs to learn how to get it in the right way. Help the child learn to get attention in a way that is useful to the group.

Basic principle:

Everyone needs and wants attention.

Give the child responsibility in the room and give him recognition.

If the child seems to need adult attention let one helper in each class follow through with him giving him love, praise, honestly earned, and find jobs to do that are useful. Help him to know how to get attention that is acceptable.

When children bite:

Children bite for various reasons.

The young child is just practicing biting - substitute something that is all right to bite.

Some find it a way to defend self.

Others bite to get what he wants and finds it works. Help child to know how to ask for what he wants. Provide clay, water play, and finger paint.

When children call names:

Basic principle: Children love words. They rarely know what the words mean. They pick up words they hear from TV and neighborhood. Give words or phrases in substituion. Example: child says - "I don't like you." You substitute "You are my friend."

When child's attention is lost:

Be ready with another activity.

Books or pictures ready to catch attention.

Be watchful to speak distinctly - not too slowly but slowly enough that children can understand. Use expression but not too dramatic.

Don't have too many in a group.

- When two get together and "Spark" each other:

  Separate part of the time - when they would disturb the other children such as at story time and eating time.

  But we need to find out why the children do not get along and help them.

  There is never an instant when one person is totally right and the other totally wrong.

When children are competitive

In preschool children this is trying to achieve self esteem rather than real competition. He is trying to get status as an individual with one person. Help children not to feel left out.

When there is Hyper-Activity -- Cause:

Tensions and strain from home.
Maybe from just "too much talk."
Maybe too many demands on child.
Maybe we are expecting too much.

<u>What to do</u>

Needs to be away from the group a great deal.
Needs to ae alone part of time.
More rest - sometimes voluntary rest -- on small mat or towel, rocking chair.

When children rebel and break rules

Very often the little child doesn't know he is breaking rules.
He forgets or hasn't learned yet.
He needs to know what to do and how to do it.
He is wanting to do it - more than he wants not to do it.
He needs to remember to do it.
Sometimes he's bored.
Sometimes he's teasing.
Sometimes there is too much pressure, domination, demands at home.
Sometimes he is yelled at too much.

The teacher will need to decide how long a child should be allowed to remain in the group who continues to disturb the whole group.

The child may need more time than the teacher has time to give.

Do not be afraid of making mistakes; these can be learning situations.

SUGGESTIONS FOR AIDES AND VOLUNTEERS IN SCHOOL

1. Wear comfortable clothes, low heels, appropriate for working with small children.

2. Remember that when the first child enters, adult responsibility begins.

3. Refrain from talking to other adults.

4. Sit down as much as possible to take brief notes when convenient.

5. It is unnecessary to be doing something with the children every minute. You are teaching while you are sitting observing, following the trend of children's play, listening for the opportunity to guide.

6. When you must speak to a child, get down to his level, use a calm voice, and don't call across the room to get a child's attention. Phrase comments simply. Do not try to get a child's attention unlees the child is looking your way.

7. When is an adult permitted to intrude during a child's play? (1) When a child is being hurt; (2) is hurting another child; (3) is being destructive of property. Otherwise, let the children work out their own plans and purposes. (4) Occasionally, an adult may be invited to join a group, accept, do not direct, don't stay too long.

8. As much as is possible, when helping children, put emphasis on what they may do, not on what they must not do. Stress the positive rather than the negative.

9. When you see a child unoccupied, suggest an activity, don't insist.

10. When you supervise paints or clay, encourage the child, but do not set patterns for him to copy. Do not make models.

11. Avoid pushing children. A good policy is "hands off." Do not ask a child to sit on your lap.

12. Adult relations:
    learn to direct with sureness
    be natural - do not gush over a child
    be friendly - sincere
    speak clearly, do not talk down to child
    omit baby talk
    teach rather than correct
    give assistance when child needs you
    learn to anticipate dangerous situations.

13. Adult procedure in the Routine Periods:

    The adult's attitude toward the routine is that it is a business - a job to be done and in a reasonable length of time - a job during which there is not distracting play and not too much distracting conversation. All games invented to persuade the children to do

what must be done should be avoided. There is no reason why it should not be a pleasant period and the adult should be as interested as she wants the child to be.

(a) In giving directions: Direct only when necessary. Allow the child a reasonable chance to remember for himself. Then gain the child's attention. Make the direction clear and simple. Present as information rather than as a command - "Now you rinse your hands." Use a positive form of direction - "You do this" rather than "You don't do that."

(b) In giving assistance: Remember the child's capacity, giving him enough help to complete the routine in a reasonable length of time but expecting him to do as much as he is able. Routine is always the child's responsibility - "I'll help you," not"You help me."

(c) In handinng behavior difficulties: When a child does not cooperate in following a routine procedure, something must be done. He must be made to realize that these routines are a regular and necessary part of his daily life. The simplest and fairest way of teaching him is by the use of some consequence which follows naturally on his refusal. Thus, if he refuses to dress, he is not prepared to play outside with the other children. He waits alone as a consequence.

The usual forms of non-cooperation in the routines are: Distracting play; talking so much that he is inattentive to the job at hand; and direct refusal.

14. During play Periods

Playground:

(a) Procedure: The children are expected to find something to do, using whatever material they wish and in any manner provided it is constructive and subject to the playground requirements. At the end of the period they put away at least one toy before going inside.

(b) Safety requirements: On each playground it is necessary to draw up rules with regard to situations which are dangerous. For example: No climbing on fences or gates; no throwing of toys or sand; careful handling of shovels; not standing or sitting too close to swings; not climbing on jungle gym with objects in hands.

(c) Social requirements: Although the general policy is one of non-interference in the children's play with each other, there are certain situations where it is usually necessary for the adult to step in: When a child takes another child's toy, interferes continually or destructively with another child's

activity; continued disagreement; fighting and hitting, etc.; excited social play indicated by running wild, shouting and general lack of constructive occupation; groups which become too large.

(d) To maintain eequirements: The child is first taught what they are by explanation and direction, after which a consequence must follow the refusal to conform.

It is usual to remind a child of the requirement, giving him a choice of accepting this or of allowing the consequence to follow - "If you cannot get washed without playing, you will have to wait by youself, you know."

Nagging and coaxing after a reminder is useless as it tends to perpetuate the behavior. Again made a positive direction, "You are ready to dry your hands."

In the case of an angry refusal, the child should be taken (lifted if necessary) to a room and left alone until he decides to cooperate.

(e) To care for the child when he is hurt. The adult's attitude should be sympathetic but matter-of-fact. The amount of attention given should be according to the seriousness of the episode. The object is to teach the child to accept the hurt and to try to keep from crying.

(f) To reassure the child when he is frightened: The adult should try to help him overcome his feeling of insecurity. One adult should stay with or near the child trying to interest him in what the other children are doing, entertaining and helping him, but never forcing him to participate.

Playroom:

(a) Procedure: Indoors the children are expected to play more quietly and less actively than outdoors. As the children enter the playroom they are expected to choose something from the toy cupboard, to play with it and when they are finished to put it away before choosing something else. As on the playground they use the material according to their own ideas.

(b) Safety requirements: These might include: Not running with pencil or scissors; no climbing on tables or chairs; keeping materials out of mouth; not scattering material on floor.

(c) Social requirements: Indoors as well as outside the general policy of the adult is one of non-participation except to control a child who is interfering in another child's activity; over-social

play which interferes with constructive activity; disagreement; etc. However, due to the difference in the type of play the adult takes a larger part in the children's activity.

To stimulate and increase interest the adult must be interested; she must have good ideas to suggest although always allowing the child to carry them out in his own way.

(d). Organized play groups: Part of the time in play school should be spent in organized activity. This is usually in the form of a story or music period lasting for 10 or 20 minutes depending upon the age of the children. The child need not join in this group unless he wishes.

Differing from the free play period, the organized group is directed and controlled by the adult. Her responsibility here is to so stimulate that the children will enjoy participating and thus develop skill and initiative.

# SUGGESTIONS TO OBSERVERS

## 1. Relationship to Teachers

Try to keep in the background as much as possible.

The good observer is unobtrusive - but helpful.

Watch the teacher as she handles the children.

## 2. Relationship to Children

Again, keep in background as much as possible.

Do not approach children or engage them in conversation.

If children ask for your help, direct them, encourage them to help themselves.

When a child is disturbing a group of children direct his attention to another play center or activity.

If a child is bidding for attention, help him to get interested in an activity.

Try to keep far enough away from the children so that you do not get in their way.

Try to follow the child you are observing closely enough to lose nothing of what he does or says, but try to keep him from being overly conscious of your attention.

If you are sufficiently unobtrusive, the children will soon learn to ignore you.

## 3. Materials for Observations

Have a supply of paper that is easily handled. A writing board with a clip to hold the paper in place is useful.

Be sure you have your assignment sheet with you on observation days.

Keep the group enrollment list with you.

# FIFTEEN TIPS ON FEEDING YOUNG CHILDREN

1. Set the stage for your child to enjoy his food by seeing that he has a comfortable chair and can reach his food easily. Offer a well-balanced diet and assume that he is going to enjoy his food. Don't urge, coax, bribe or force him to eat.

2. Be patient while he is learning to feed himself. Just be sure that he has the right-sized spoon or fork, a cup or glass he can hold easily and dishes which have rims.

3. Serve him plain foods, lightly seasoned. Young children like to be able to identify what they are eating by taste as well as sight.

4. Serve small helpings and offer seconds.

5. Serve a variety of foods. Children get just as tired of the same menus as adults do.

66. Introduce new foods in small amounts at well-spaced intervals. Children likes to sample new foods several times before accepting them in quantity.

7. Serve raw fruits and vegetables frequently as finger foods. Children like to eat with their fingers and they enjoy "chomping" foods such as celery and apples.

8. Remember that children like colorful foods -- natural and otherwise. For example, pink applesauce is twice as tempting to them as pale brown applesause, so add a drop of coloring to your child's serving.

9. Give him a choice of foods of comparable food value whenever feasible -- between two vegetables or two fruits or two desserts.

10. Don't expect your child to eat the same amount of food every day or every week.

11. Respect your child's appetite. Having little choice in his daily routine, it is the crowning indignity to be made to eat when he does not feel like it.

12. Accept temporary food dislikes without undue comment. The more readily temporary dislikes are accepted the fewer permanent dislikes there will be.

13. Let your child enjoy occasional food "jags" if the food is a wholesome one.

14. Allow between-meal snacks but offer foods least likely to interfere with meals.

15. Add fun to mealtime with surprises such as a gum drop hidden in the custard. Sometimes just sprinkling brown sugar on oatmeal in the form of his initial does wonders to a child's appetite. He recognizes it as an expression of love and responds with a feeling of well-being.

# CHILDREN'S PLAY MATERIALS

Play is the child's work. It is his way of learning about the world in which he lives. Studies of children's interests and abilities have shown hat toys and activities are roughly appropriate at different ages.

## Standards for Selection of Toys

1. Keep the child always in mind -- his age, sex, stage of development, natural inclinations. A toy that is too advanced can be defeating, on the other hand a child needs toys that will challenge him.

2. Choose toys for your particular child after you find out what he wants. Remember that what fascinates you may not interest him.

3. A child should have indoor and outdoor toys.

4. They should be durable. Well-made toys are possible to get at low cost if you look for them.

5. They should be simple enough for the child to use by himself.

6. Be sure the toy is safe, that it has no sharp edges. Is the color fast and paint free of lead? Is it cleanable?

7. Toys should be such shape, size and material that they cannot harm eyes, ears, nose, or throat.

8. They should be attractive in color and design -- not grotesque.

9. Look for the Underwriters Laboratiries Seal of Approval on electrical toys.

10. Play materials should be chosen for:

    (1) active play
    (2) creative self-expression
    (3) sensory experiences
    (4) imaginative and dramatic play
    (5) social play

RESPONSIBILITIES FOR ACTIVITIES DURING SCHOOL

| | | |
|---|---|---|
| 1. | Greeting Children | Help make the parting easier for parent and child.<br><br>Check health to see if the child has a cold or any evidence of illness.<br><br>Write down any message from parent and leave it on desk.<br><br>Help child, if necessary, remove wraps and show him proper place to hang them.<br><br>Pin name tags to children's clothing. |
| 2. | Greeting Parents | Find out which child he came for.<br><br>Tell child "it's time to go home" and have him put toy away.<br><br>Remove name tag.<br><br>Help child get his wraps and any other items. |
| 3. | Doorkeeper | Sit in front of the door.<br><br>Be sure no child leaves the room without adult or student. |
| 4. | Outside Recorder | Record any items of interest and report them to the director. |
| 5. | Blackboard Notes | Write children's name on chalkboard as they arrive on community bus or walk.<br><br>Observe all incidents of interest.<br><br>Write on blackboard in large legible hand. |
| 6. | Note Copier | Get folder from desk.<br><br>Type all notes from board unless otherwise indicated.<br><br>Return folder at end of period. |
| 7. | Health and Safety Manager | Check and regulate ventilation and lighting.<br><br>Observe for disease symptoms.<br><br>Report in writing any needed repairs. |

8. Bathroom

See that children wash hands before eating and after using the toilet. Check( ) after name when ready for juice.

Watch children for indications that they need to use the toilet.

Take children to bathroom, but let children fasten and unfasten clothing when they are able to do so.

Be sure they flush the toilet -- help the child if necessary.

When the child is thirsty, help him get a drink.

Toilet accidents are treated in a matter-of-fact fashion. Dry clothes are put on and wet ones are rinsed out and wrapped ready to take home.

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9. Parent

Aides attending weekly should:

dress appropriately and neatly.

Not chew gum

Choose their words carefully -- be grammatically correct.

Avoid unkind criticism.

Make notes to aid in reporting to class.

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10. Storytime

Select story to be read or told.

Practice reading story in an interesting way.

Prepare illustrations.

Get children in a group where all can see the illustrations.

Tell or read story slowly, pronouncing words carefully.

Allow children time to make comments or tell of experiences similar to those in the story.

Watch children and end story when they become disinterested.

If chairs are used, remind children to return them.

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| | | |
|---|---|---|
| 11. | Newscircle | Have objects ready to catch attention and stimulate interest.<br><br>Get children in a group.<br><br>Suggest lead questions.<br><br>Let children make voluntary contributions.<br><br>See that every child has a chance to talk. |
| 12. | Creative Activity | Have all materials ready.<br><br>Place children for activity.<br><br>Give help as children need it, but let them be as creative and original as possible. |
| 13. | Field Trips | Plan where children are to go, and make arrangements in advance if children are to visit other parts of the school.<br><br>See that children walk instead of running on walks.<br><br>Allow time and opportunity for children to ask questions.<br><br>When the children return from walks, get them into a newscircle to talk about what they experienced. |

# SPECIAL ACTIVITIES FOR HEAD START SCHOOL

The special activities should be something outside of free play. They should be experiences in which the whole group can participate. These activities should be short and quick, inexpensive and preferably so the child himself can do them. Creativeness, imaginative play, discovery and exploration, dramatics and music are but a few of the areas that may lend special activity to the Head Start School.

I. SHOWING AND TELLING ACTIVITIES (May be used as a newscircle or as an interest center)

A. Showing Activities

1. Live animals - (Students bring or get from biology department) Talk about how to care for them, etc.
   a. Turtle
   b. Gold Fish - Tropical Fish
   c. Puppy
   d. Bird - Canary, Parakeet, Parrot
   e. Monkey
   f. Kitten
   g. Chickens - baby chidk
   h. Rabbit
   i. Guinea Pig
   j. White rats
   k. Hampster
   l. Lamb

2. Observation and experimentation of nature

   a. Plant beans - quick sprouting seeds

   b. Place a sweet potato in a jar so the lower half rests in water and watch it develop.

   c. Cut off about one inch of the top of a carrot and place several of these sections in a shallow dish. Cut off green leaves so they will make a lacy leaf as they grow again.

   d. Plant rye seed in shallow pan for grass.

   e. Observe the habits of ants. Earth containing ants may be placed in a glass jar (about 2/3 full). A black cloth placed around the sides, and the ants fed sugar, cornmeal, apple and potato bits.

   f. Collect bugs, snails, caterpillars, etc., and make a terrarium. Children enjoy collecting these, and once collected, they need a place in which to live.

A TERRARIUM can be made from the following materials:
4 oblong pieces glass - 2 sides, bottom and 1 lid
2 square pieces glass for ends
masking tape (wide)
Tape glass together and fill with broken rock and cover with moss.

g. Watch a butterfly emerge from chrysalis.

h. Put a harmless garden spider into a large covered terrarium and watch it spin a web.

i. Magnets and nails.

j. Rocks

k. Leaves

3. Show and Tell activities

a. Introduce a new toy.

b. Pack a suitcase and talk about its contents.

c. Helpers make megaphones and bring them for children. Explain and show how to use them and talk about a football game.

d. Purse Discovery - Take an old purse and fill it with the things that one usually finds in a purse, such as: a handkershief, billfold, pencil, comb, mirror, keys, etc. Explain that a purse is something we never look into unless the owner tells us we may do so; as when grandmother shows us what she keeps in her purse. Then, tell the children, "_____ has given us permission to look into this purse."

Examine objects within the purse and talk about what they are and how they are used.

B. Listening and Telling Activities

1. Introduce selves - give age, etc.

2. Tell about circus, rodeo, parade, special days, Christmas gifts, trips.

3. After taking a walk around the campus, get children into newscircle to talk about what they saw.

Trips that are short and simple are best
Take trips <u>to see</u> - not particularly to go anywhere
Take trips <u>to listen</u> to sounds, to voices, to birds
(people have to learn to listen and this is a wonderful age to start.)

II. SPECIAL EVENT ACTIVITIES

A. Hallowe'en

1. Make Jack-o-lantern for Hallowe'en and tell the story, "The Fierce Yellow Pumpkin" by Margaret Wise Brown.

2. Make paper sack masks for Hallowe'en. Brown paper bags from the grocery store will help a child who is a bit self-conscious in dramatic play to lose himself in paper mask and assume his intended character. May make ears, nose out of construction paper as well as eye lashes, mane, or mustache.

B. Thanskgiving

1. Make pine cone turkey, using construction paper for tail, wings, and head.

2. Make gingerbread boys and tell story of "The Gingerbread Man." Let children use cutters to cut boys out of dough and make face and trimmings with raisins.

MOLASSES COOKIES (20 gingerbread men and extra ginger snaps. 60 3 inch cookies)

1 C - 2 T fat (14 T)
1 C sugar
1 C - 2 T dark molasses
2 eggs
4 1/8 C flour
2 tsp soda
1 1/2 tsp cinnamon
1 tsp ginger
1 tsp cloves

Cream fat and sugar, add well-beaten eggs, molasses. Mix sifted dry ingredients. Chill the dough. Roll about 1/8 inch thickness. Bake 350°.

C. Christmas

1. Make Christmas tree decorations as paper chains, popping corn and stringing it.

2. Make chain from colored tape.

3. Make macaroni necklaces from dyed macaroni and string or shoe laces for gifts. Color macaroni by dipping it in a mixture of

water, a few drops of food coloring and a drop of rubbing alcohol (This helps separate mararoni.). Let dry. String. For easier stringing dip end of string into nailpolish.

D. Rodeo

Provide children with strips of bright colored cloth or paper for neckerchief and have a rodeo parade. (stick horses)

E. Easter

1. Plan and carry out Easter Egg Hunt - Color eggs.

2. Make hand freezer of ice cream. Let children turn the freezer handle. Tell the story of "How Ice Cream Came." Serve the ice cream in place of juice time.

PHILADELPHIA ICE CREAM

1 qt. half & half (pt. thin craam and pt. milk)
3/4 C sugar
3 tsp vanilla

Dissolve sugar in milk-cream mixture, add flavoring and freeze.

## III. CREATIVE ACTIVITIES

A. Finger Painting

This media of of therapeutic value for children. For children, the real fun and value of finger painting comes not from the work of art created but from the feeling of freedom as they move their hands and arms through the gooey paint and over the slippery paper. It encourages the use of large arm muscles as well as fingers. The Child may learn new effects by using the thumb, palm, and fist, as well as the mixing of colors. Finger paints may be made at home.

STARCH AND SOAPFLAKE FINGERPAINT

1/2 Cup Linit Starch
1 1/3 cups boiling water or more
1/2 cup soap flakes
1 tbsp glycerin or 1/4 cup talc powder
Coloring (poster paint or vegetable color)

Mix the starch with enough cold water to form a smooth paste. Add boiling water and cook the paste until it's glossy. While the mixture is still warm, stir in the soap flakes. Allow to cool; then add the glycerin. Stir in the colored color. Pour the mixture into jars, where it will keep for about a week or longer if stored in cool place.

LIQUID STARCH AND POWDERED TEMPERA
may be blended together as a solution.

Suggestion: Place tempera in salt shaker for easier handling.

Materials needed for painting:

finger paint
sponge or cloth
bowl or pan
glazed paper

Procedure: Rub dampened sponge on table surface. Place glazed paper on wet area and then rub dampened sponge on it. Use about one tablespoon of finger paint. Dip hands into water and smear paint. Re-dampen as often as necessary. When finished with design, hang up to dry.

Paper: Can use Shaw fingerpainting paper, Butcher paper, or any other paper with a high glaze, such as a washable shelf paper. If no paper is available, a piece of oil cloth stretched over a table top and securely fastened makes a satisfactory surface, although the "picture" cannot be preserved. When a painting has dried it can be pressed on the wrong side and hung or mounted. Shellacking it in addition helps to keep the paint from flaking off; finger paintings are very attractive when framed.

B. Easel Painting

Useable powder paints are:

Fuller Poster and Fresco Paint
Sherwin-Williams Art Colors
Free-Expression Paints
Muralo Art Colors
Devoe Dry Colors

Any may be bought at paint stores or school supply houses.

Method: Add water slowly to paint, stirring constantly. Red and orange mix better when warm water is used. Use of an egg beater or a shaker is also helpful. Be sure the color is thoroughly mixed and saturated. The paint should be bright and rather thick in consistency.

Paint can be mixed in quantity and kept for a week or more, if stored in a comparatively cool place (in screw top containers). It settles into the bottom of jars, however, and needs to be thoroughly stirred before each use. Use a variety of colors and do not limit to true colors.

EVAPORATED MILK used as a paint: Add one or two drops of food coloring to 2 tsp. of evaporated milk in muffin tins for bright colors.

Paper: If possible, use a variety of materials such as grades of paper-types of cloth. Unprinted newspaper is usually used, or roll of white butcher wrapping paper (1735). Sheets should be approximately 18" X 24", large enough for free muscle action. The back of old wallpaper can also be used and is excellent.

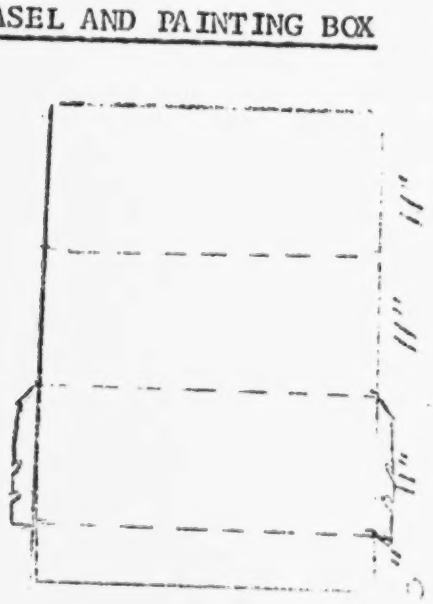
Give children different shapes of paper for a triange, circle, oval, square, rectangle.

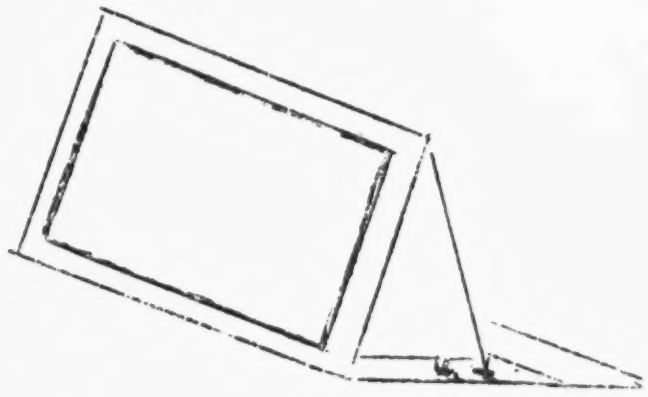
Brushes: Brush should be large enough to make strokes 3/4 to 1 inch wide, and handle big enough for child to grasp it easily. These can be bought at art or school supply shops and at paint stores.

Positions for painting: Put paints close to where water is available. Children should be given complete freedom in painting. Let children paint in different positions; on table, on floor, and on easels.

An easel may be bought or constructed.

EASEL AND PAINTING BOX





It's so much fun to paint if you have an easel to hold your picture and a container for your jars of paint, brushes and water.

I. Make the easel from a piece of corrugated cardboard or grocery carton about 18" X 36". Mark it off with a pencil, as shown in the pattern. Cut out with a knife or big scissors all around the edges. Make two short cuts along each side. Then fold along dotted lines so that easel looks like the picture. Tape the corners together with tape. Adjust the painting surface by setting back edge into cuts along sides. To keep easel steady while you paint, place weight such as brick, inside.

2. Paint jar container can be made from a shallow cardboard box about 1 1/2 inches deep, with a cover. Trace and cut circular holes in cover just the right size for your jars of paint, a large water jar, and tall glass to hold your brushes.

3. A muffin tin is handy for mixing your colors, and can easily be washed out when you're through painting.

C. Other Painting Activities

1. BLOTS - Materials: Tempera paint, paper cut in various shapes, brush or straw.
   Process: a. Let paint drip from brush on one-half of the paper. Then fold in half and apply pressure. Unfold paper for design.
   b. Drip paint and then blow through a straw to make unusual design.

2. SPONGE - Materials: Paper, paint, sponge.
   Process: Break sponges into small pieces. Interesting designs can be made by dipping sponge into paint and stamping sheets of paper.

3. SPATTER - Materials: Wooden frame, toothbrush, screening, paper, paint.
   Process: Use a screen mounted to a wooden frame. Place the screen over a piece of paper and spatter paint with a toothbrush. Leaves, flowers or cutouts may be first placed on paper before painting.

4. WATER - Materials: Container, water, brush.
   Process: Painting fences or buildings with water and a paint brush on a warm day can hold children's interest for a surprisingly long time. A blackboard may be used for a painting surface.

5. STRING - Materials: Tempera paint, paper, string.
   Process: Dip a string in paint, arrange on paper, fold paper and pull string.

6. TEXTURE - Materials: Crayons, wood, sand paper, chicken wire, comb, kitchen utensils, cloth materials, paper.
   Process: Cover sandpaper with butcher paper. Take crayon and color. All types of interesting designs may be discovered because of the different textured items.

D. Modeling Dough

Dough is fun for squeezing, poking, patting, and rolling. The older child may be interested in modeling, but teacher should avoid making models.

Modeling Board: This can be made from Masonite or plywood. An enamel-topped table or one covered with oilcloth or linoleum also provides an excellent working surface.

Modeling tools: Children seem most creative when given clay and their two hands. Dramatic baking play flourishes when children have cookie cutters, tongue depressors, spikes. It is unfortunate when too much of the latter cuts down on the free creative expression which children show without tools.

Variation: For the brave mother or teacher. If table, floor, and clothing are well protected, children occasionally like very wet clay to smear.

UNCOOKED DOUGH (This is excellent for squeezing but not good for hardening.)

2 cups Flour
1/2 cup salt
13 T. water
1 to 2 T Powder tempera paint or vegetable coloring
2 T. Wesson or other cooking oil

Sift together the flour and salt. Mix the tempera color in 1/2 cup water and stir until dissolved. Add the oil to the water mixture and finish filling the cup with water. Gradually add liquids to flour and salt mixture. Knead thoroughly. Store in a tight container and under refrigeration if keeping for several days.

COOKED DOUGH

1 Cup flour (may be 1/2 sawdust)
1/2 cut cornstarch - blend with cold water
4 cups boiling water, add 1 cup salt

Pour hot mixture into cold. Put over hot water and cook until clear. Cool overnight. Knead flour in until right consistency, adding color with flour. Keep in damp cloth or airtight jar. Products will harden and dry (if dough becomes hard, add more water as needed); can be painted if uncolored dough is used.

E. Blowing Colored Bubbles

A special bubble mix in various colors may be used outdoors on a warm day. This mix is made with one cup of granulated soap in

one quart of warm water with vegetable coloring added. Each child may be given an empty orange juice can, with straws and his choice of colored mix. When the sun shines on the mix, the children are delighted with the pretty colors and make mountains of bubbles.

F. Water Play

1. Put soap and water mixture in large container and give child a rotary beater to make suds. It is wise to cover child's clothes with a plastic apron.

2. Washing a doll or doll clothes, pouring it from one container to the other.

G. Collage - a pasting activity

Materials: Construction paper, butcher paper, paste, box of assorted scraps.

Process: Save pieces of yarn, buttons, felt, velvet, cotton materials, small pieces of paper, tin or aluminum foil, ribbon, straw, etc. Children make pictures by pasting designs with various materials. Old wall paper books furnish interesting and colorful paper for many ideas. Some have pictures for cutting; pictures can be pasted to paper. Wall paper makes interesting matting for pictures.

The younger children may only want to feel the different materials. The older ones will select things to paste. It helps to have materials (fabrics and paper) cut into a variety of shapes. The enjoyment of this activity is enhanced if an adult helps the children learn to describe texture and helps them manipulate paste brushes, scissors, as needed.

The children's products may not look like "art" to the adult, but the child may have a definite design in mind if you ask him to tell you about his "picture." Do not ask him what it is. Do not name his picture even though it may look like something to you.

H. Activities with Wood

Provide soft wood, nails, hammer for children either to hammer or for fun.

The older pre-school child may be interested in a finished product.

1. Cars - may be made from rectangular pieces of wood for the body, wheels made from a broom handle that has been sawed about $\frac{1}{2}$" thick and has a hole bored in center so nails can de driven into body.

2. A variety of shaped boats may be made from roofing nails, 1" thick block of wood and a wooden dowel and string. (A tinker toy stick may be used.)

IV. DRAMATICS - Dramatizations will be especially enjoyed by the 4-yr-olds

A. Playing Grocery Store

Save empty food boxes, egg cartons, empty cans, sacks and set up a store. Money can be made from construction paper. A cashier will he needed and a cash register to put the "money" as the children made their purchases.

B. Taking a Trip

Children enjoy dressing up in old clothes, scarves, hats, purses and high-heeled shoes. A suitcase adds fun for packing clothes and taking make-believe trips. Go to dress-up corner to select appropriate clothing.

C. Taking a Train Ride

Make a train using the chairs. The "engineer" drives the train and the "conductor" will collect the tickets as the passengers come aboard.

D. Puppet Play

Stick puppets are perhaps easier for little children o use. Use of puppets is excellent dramatics play for the releasing of feelings.

V. MUSICAL ACTIVITIES

There are many records which encourage the pre-school child to use his body rhythmically. Any classification of records for children must be used with flexibility. This ss especially true in music records where so much depends on individual taste and experience.

Basis of Evaluation of Children's Records

1. To entertain and hold the child's interest.
2. To stimulate creative activity.
3. To provide satisfactory emotional and educational experiences through music and story at the child's own level of development.
4. To develop good listening habits.

ACTIVITY AND PARTICIPATION RECORDS

Record Code: YRR - Young Peoples Records
CRG - Children's Record Guild

| | |
|---|---|
| Eensie Beensie Spider | CRG 1002 |
| My Playful Scarf | CRG 1019 |
| When I Was Very Young | CRG 1031 |
| Train to the Fair | CRG 1011 |
| Train to the Ranch | CRG 1038 |
| A Visit To My Little Friend | CRG 1017 |
| The Carrot Seed | CRG 1003 |
| Muffin in the Country | YPR 603 |
| Let's Help Mommy | CRG 1032 |
| Muffin in the City | YPR 601 |
| Three Little Trains | YPR 809 |
| Building a City | YPR 711 |
| The Circus Came to Town | YPR 713 |
| The Merry Toy Shop | CRG 1002 |
| Every Day we Grow 1-0 | YPR 8001/2 |
| Sugar Lump Town | CRG 1023 |
| Who Wants a Ride | YPR 806 |
| The Chugging Freight Engine | YPR 728 |
| Come to the Fair | YPR 733 |
| Skittery Skattery | CRG 1005 |
| Wait 'Till the Moon Is Full | YPR 4504 |
| Peter the Pusher | CRG 3405 |
| Jump Back Little Toad | CRG 1041 |
| Noah's Ark | CRG 1035 |
| The Big Rock Candy Mountain | YPR 509 |

VI. GAMES

Finger Games

Singing Games

# FINGER GAMES TO BE USED WHILE SEATED AT TABLES

A. Suitable for younger children - 2 years

1. THE FIVE LITTLE PIGS

This little pig eats grass (touch little finger)

This little pig eats hay (touch ring finger)

This little pig drinks water (touch long finger)

This little pig runs all day (touch pointer)

This little pig does nothing

But lies in the shade all day. (lay thumb over in palm)

2. LITTLE ROBIN RED BREAST

Little Robin Red Breast sat upon a rail (two first fingers placed end to end to form rail)

Niddle Noddle went his head (head goes up and down)

Wiggle Waggle went his tail. (head goes from side to side)

3. CHURCH AND THE STEEPLE

a. This is a church (hands folded)

This is a steeple (two initial fingers out)

Open the door (open the thumbs)

There is no one in

They are all gone home.

b. This is a church (interlocked fingers folded the opposite way)

This is a steeple (same as above)

Open the door (same as above)

And see all the people.(wriggle fingers interlocked)

4. OPEN THEM, CLOSE THEM

Open them, close them, open them, close them (open and close hands)

Give a little clap (clap hands)

Close them, open them, close them, open them (close and open hands)

Put them in your lap. (place hands in lap)

5. THE TRAIN

The great big train goes down the track (left arm stretched out to represent track; right hand is train, moves slowly from shoulder to hand)

It whistles "Toot-Toot" (train remains motionless)

And then it goes back. (train travels back to shoulder)

6. JACK IN THE BOX

Jack in the box

Sit so still (hand closed, thumb inside)

Won't you come out?

Yes, I will. (the thumb jumps out)

B. Suitable for all pre-school children

1. MOTHER'S KNIVES AND FORKS

Here's mother's knives and forks (fingers interlocked showing fingers)

Here's father's table (showing flat side of interlocked hand)

Here's sister's looking glass (first fingers forming triangle)

And here's the baby's cradle. (little fingers forming triangle and rock back and forth)

2. KNOCK, KNOCK

Knock, knock (knock at forehead)

Open the door

Peep in (point to the eyes)

Lift up your latch (push nose up)

And jump right in. (open the mouth and put one finger in)

3. TWO LITTLE BLACKBIRDS

Two little blackbirds sitting on a hill (thumbs placed on shoulders with four fingers in air)

One's name is Jack ( wiggle one finger)

One's name is Jill (wiggle other finger)

Fly away Jack (wiggle back and forth for flying then hide forefinger)

Fly away Jill (wiggle back and forth for flying then hide other forefinger)

Come back Jack (bring back finger)

Come back Jill. (bring back other finger)

4. SQUIRRELS IN A TREE

(Point to each finger in turn)

Five little squirrels sat upon a tree

This one said, "What do I see."

This one said, "I smell a gun."

This one said, "Oh! Let's run."

This one said, "Let's hide in the shade."

This one said, "Pooh! I'm not afraid."

Bang! Went the gun (clap hands suddenly)

And away they all run! (put hands quickly behind the back)

5. GRANDMOTHER'S GLASSES

These are grandmother's glasses (make circles with thumb and pointer put over eyes)
This is grandmother's cap (put two hands on head)

This is the way she folds her hands (fold hands)

And lays them in her lap. (lay hands in lap)

6. ITSY, BITSY SPIDER

Itsy, Bitsy spider (alternate thumb and index fingers on opposite rounds or travel up arm.)

Went up the water spout

Down came the rain (wiggle fingers from head height down)

And washed the spider out (make sweeping motion with hand to the left)
Out came the sun (hands over the head)

And chased the rain away (wiggle fingers again)

Itsy, Bitsy spider went up the spout again. (first direction)

7. BEEHIVE

Here is the beehive (make fist)

Where are the bees???

Tucked away inside (look at fist)

Where nobody sees!

Soon they'll come creeping out of the hive (make fingers creep)

1 - 2 - 3 - 4 - 5!

8. THIS LITTLE BOY

This little boy is going to bed (thumb)

Down on the pillow he lays his head (put thumb in the palm of hand)

Wraps himself in the covers tight (close hand)

This is the way he sleeps all night.

(continued next page)

Morning comes, he opens his eyes (start slowly)

Back with a toss, the cover flies (opening hands)

Up he jumps, is dresses and away (finish quickly)

Ready for fun and play all day.

9. BEDTIME STORY FOR THE FINGERS

(Bending fingers one by one over into the palm of the hand)

Tired and sleepy the thumb goes to bed.

The pointer so straight and tall fell down on his head.

The tall man said he would cuddle up tight.

While the ring finger curled himself out of sight.

And last of all, weary and lonesome, too.

The little one hid and cried, "Boo-hoo."

C. Suitable for older pre-school children - 4 years

1. COUNTING GAME

(This is played with ten fingers, bending each in turn. Play this after the children know left hand from right hand.)

One, two, three, four, five, (bend each finger in turn and hold)

I caught a hare alive;

Six, seven, eight, nine, ten (bend each finger in turn and hold)

I let it go again. (release all 10 fingers)

"Why did you let it go?"

"Because it bit my finger so."

"Which finger did it bite?"

"The little one upon the right." (grab little finger on right hand)

2. MY FINGER GAME

(Group standing by tables. Spread hands so that all fingers are seen for first stanza.)

I have ten little fingers
And they all belong to me;
I can make them do things;
Would you like to see?

(Open and shut hands for second stanza.)

I can shut them up tight, or
Open them wide.
I can put them together,
Or make them all hide.

(Hands over heads and below tables for the first two lines in stanza three. Hands clasped loosely in front for last two lines.)

I can make them jump high
I can make them jump low
I can fold them up quietly
And hold them just so.

3. BALL FOR BABY

Here's a ball for baby
Big and soft and round (Form ball by touching tips of fingers)
Here is baby's hammer (Make a hammer my closing one hand and
Oh, how he can pound. pounding on the opposite hand.)

Here is baby's music (Clap hand softly for music)
Clapping, clapping, so
Here are baby's soldiers (Extend fingers to form soldiers)
Standing in a row.

Here's the baby's trumpet (Close hand at mouth with other hand
Toot--too--toot--too closed in front for trumpet)
Here's the way that baby (Cover both eyes with fingers open for
Plays at "peek-a-boo." peeking.)

Here's the big umbrella (Close hand and extend pointer finger
That keeps the baby dry under palm of opposite hand for umbrella)
Here's the baby's cradle (Fold arms to make the cradle)
Rock-a-baby-by.

# WORDS OF GENERAL USE

## Greetings:

Hello, Hi.

Good morning.

How are you?

Fine, thank you.

## Directions:

Please stand up.

Please sit down.

Thank you.

Good-bye.

Excuse me.

Pardon me.

Tell me.

Say it.

May I have your attention?

Look at me.

Listen to me.

Repeat after me.

Please come here.

Go to the door.

Put your things away.

Wait.

## Common Classroom Expeessions:

May I go to the restroom?

get a drink of water?

have the colors?

Yes, you may.

No, not now. Later.

What do you want?

What are you doing?

Are you listening?

Where is (Jose)?

What's the matter?

## Question Words:

When

Why

How

Where

What

Who

Qualifying words - Opposites

| | | | |
|---|---|---|---|
| all | none | everyone | no one |
| many | few | some | none |
| big | little | any | every |
| something | nothing | fat | thin |
| tall | short | large | small |
| long | short | | |

Relative Location - Opposites

| | | |
|---|---|---|
| above | below | beside |
| first | last | next |
| up | down | |
| in front of/the middle of | | in back of |
| here | there | |
| in | out | |
| inside | outside | |
| over | under | |
| near | far | |
| off | on | |
| this | that | |
| these | those | |
| on (the) top (of) | on the bottom | |

Relative time - Opposites

| | |
|---|---|
| early | late |
| day | night |
| morning | afternoon |
| now | later |
| before | after |
| today | yesterday<br>tomorrow |
| always | never |

Quality and/or condition - Opposites

| | | | | |
|---|---|---|---|---|
| bad | good | alone | | together |
| sick | well | right | | left |
| dirty | clean | pretty | beautiful | ugly |
| sour | sweet | easy | | hard |
| cold | hot | soft | | hard |
| without | with | wet | | dry |
| sad | happy | new | | old |
| empty | full | dark | | light |
| dark | light | noisy | | quiet |
| closed | open | off | | on |
| wrong | right | same | | different |

Relative activity - Opposites

| | | | | |
|---|---|---|---|---|
| close | open | laugh | | cry |
| fast | slow | smile | | frown |
| stop | go | no | | yes |
| come | go stay | pull | | push |
| stop | begin | play | | work |
| | | do | | don't |
| | | sit | | stand |

WORDS APPROPRIATE TO UNITS OF STUDY

MYSELF, MY FAMILY, MY FRIENDS

A. Content words:

| | | | |
|---|---|---|---|
| baby | friend | man | street |
| boy | grandfather | mother | visitor |
| brother | grandmother | name | woman |
| family | girl | people | |
| father | house | sister | |

B. Instructional activity words:

| | | |
|---|---|---|
| come | help | love |
| go | like | see |
| have, has | live | work |

OUR SCHOOL

A. Content words:

| | | | |
|---|---|---|---|
| ball | car | eraser | kleenex |
| band aid | chalk | fan | lavatory |
| bat | chalkboard | flag | light |
| bell | children | floor | line |
| boy | circle | flowers | lunch |
| box | clay | food | man |
| book | clock | fountain | milk |
| bookshelf | closet | friend | money |
| brush | color | game | name |
| bus | cut | girl | noise |
| chair | desk | hands | nurse |
| cafeteria | door | janitor | office |

Content words: (cont)

| | | | |
|---|---|---|---|
| paint | record player | stick | towel |
| paper | recess | story | toy |
| partner | room | street | tray |
| paste | rope | stripes | vase |
| pencil | school | swing | wagon |
| pencil sharpener | scissors | table | wall |
| picture | see-saw | tablet | wastebasket |
| play | shade | teacher | water |
| playground | sidewalk | telephone | window |
| principal | slide | toilet | woman |
| rest room | song | toilet paper | |
| record | stars | top | |

B. Numbers:

| | | | |
|---|---|---|---|
| one | six | first | sixth |
| two | seven | second | seventh |
| three | eight | third | eighth |
| four | nine | fourth | ninth |
| five | ten | fifth | tenth |

C. Colors:

| | | | |
|---|---|---|---|
| black | green | purple | yellow |
| blue | orange | red | |
| brown | pink | white | |

D.. Instructional activity words:

| | | | |
|---|---|---|---|
| ask | drink | let | slide |
| be(forms of) | drive | light | smile |
| bounce | dry | live | speak |
| bring | eat | look | stamp |
| build | erase | make | stand |
| call | fall | may | start |
| can | find | open | stop |
| carry | fold | paste | swim |
| catch | follow | play | swing |
| chase | get | pull | take |
| circle | give | push | talk |
| clap | go | put | tell |
| close | hand | ride | turn |
| color | hang | ring | walk |
| come | have | roll | want |
| count | hear | run | wash |
| cry | hold | salute | wet |
| cut | hop | say | work |
| dance | jump | see | |
| do | knock | show | |
| draw | laugh | sit | |

HEALTH AND SAFETY

I. Parts of the body

A. Content words:

| | | | |
|---|---|---|---|
| ankle | eyelashes | hips | stomach |
| arm | face | knee | teeth |
| back | feet | lap | thumb |
| body | finger(s) | leg | toe(s) |
| chin | fingernail(s) | lip(s) | toenail(s) |
| ears | foot | mouth | tongue |
| elbow- | hair | neck | |
| eye(s) | hand | nose | |
| eyebrow(s) | heel | shoulder | |

B. Instructional activity words:

| | | |
|---|---|---|
| bend (your back) | nod (your head) | stretch (your toes) |
| blow (your nose) | open (your eyes) | swing (your arms) |
| close (your eyes) | raise (your arms) | touch (your elbow) |
| flip (your wrist) | rub (your foot) | twist (your shoulder) |
| kiss (with your lips) | shake (your hands) | wiggle (your toes) |
| move (your leg) | show (your teeth) | |

II. Cleanliness and health

A. Content words:

| | | | |
|---|---|---|---|
| air | brush | fruit | meat |
| band aid | cold (noun) | handkerchief | medicine |
| bath | comb | juice | milk |
| bathroom | dinner | kleenex | mirror |
| bathtub | first aid box | lavatory | nail file |
| breakfast | food | lunch | nurse |

Content words: (cont)

| | | | |
|---|---|---|---|
| "shots" | toothbrush | vegetable(s) | |
| soap | toothpaste | washcloth | |
| toilet | towel | wash | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| bath | cough | flush | sleep |
| bend | do | grow | sneeze |
| breathe | don't | relax | straighten |
| brush | drink | rest | stretch |
| clean | dry | rub | wipe |
| comb | eat | scrub | yawn |

III. Safety

A. Content words:

| | | | |
|---|---|---|---|
| bicycle | fire hose | policeman | street |
| bus | fireman | scissors | swing |
| car | fire truck | see-saw | track |
| corner | horn | sidewalk | train |
| crossing | knife | south | truck |
| east | match(es) | step(s) | well (noun) |
| fire | motorcycle | stop light | west |
| fire drill | north | stop sign | whistle |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| ask | burn | do | fall |
| be careful | cross | don't | fight |
| bump | cut | don't be careless | go |

Instructional (cont)

| | | | |
|---|---|---|---|
| help | look | see | wait |
| hit | lost | stay | walk |
| hurt | push | step | watch |
| listen | run | | |

FUN WITH TOYS

A. Content words:

| | | | |
|---|---|---|---|
| airplane | doll | jack-in-the-box | sand box |
| airport | doll bed | jump rope | ship |
| ball | doll buggy | kite | skates |
| balloon | doll dress | log cabin | string |
| bat | doll house | marble(s) | teddy bear |
| bean bag | driver | moving van | telephone |
| bicycle | drum | pail | top |
| block(s) | engine | paper doll | toy(s) |
| boat | filling station | piano | trailer |
| bucket | game | pilot | train |
| bus | garage | play farm | train station |
| caboose | gun | play house | tricycle |
| car | helicopter | road | truck |
| carport | horn | rope | wheel(s) |
| dish(es) | jacks | sailboat | wagon |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| beat | bounce | build | catch |
| blow | break | carry | climb |

Instructional (cont)

| | | | |
|---|---|---|---|
| dress (the doll) | hold | put | skate |
| drive | load | ride | spin |
| fill | play | ring | tie |
| float | pop | roll | throw |
| fly | pull | sail | toss |
| hit | push | shoot | wind |

PETS, ANIMALS, STORY BOOK FRIENDS

A. Content words:

| | | | |
|---|---|---|---|
| bear | duck | kitten | rabbit |
| bird | feather | lamb | rooster |
| cage | fence | monkey | snake |
| cat | fish | parakeet | squirrel |
| chicken | fleece | parrot | tail |
| deer | fox | paw | turtle |
| dog | frog | pig | wolf |
| dog house | goat | pony | wool |
| donkey | horse | puppy | |

B. Instructional activity words:

| | | |
|---|---|---|
| bathe | play with | imitate sounds the animals make |
| feed | ride | |

C. Story characters and related words from the following stories: *

| | |
|---|---|
| The Three Bears | The Three Billy Goats Gruff |
| The Three Pigs | The Gingerbread Boy |

*Other stories may be used; these are only suggestions.

CLOTHES WE WEAR

A. Content words:

| | | | |
|---|---|---|---|
| apron | clothesline | party clothes | shirt |
| bead(s) | coat | play clothes | shoe(s) |
| belt | collar | pocket | size |
| bluejeans | dress | purse | sock(s) |
| blouse | glove(s) | raincoat | suit |
| boot(s) (cowboy, rubber) | hat | ribbon | suitcase |
| button | jacket | rubbers | sweater |
| cap | mitton(s) | ruffle | swim suit |
| cloth | pajamas | school clothes | tie |
| clothes | pants | | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| carry | button | mend | wash |
| clean | fasten | shine | |
| buckle | iron | tie | |

FOOD WE EAT

A. Content words:

| | | | |
|---|---|---|---|
| bacon | cake | dinner | lemon |
| bottle | carton | egg(s) | lime<br>melon |
| bread | cereal | food | orange<br>peach |
| breakfast | cheese | fruit: | pear<br>pineapple |
| butter | chocolate | apple<br>banana | strawberries |
| can | cookie(s) | cantaloupe<br>cherries | groceries |
| candy | cracker(s) | grape(s)<br>grapefruit | grocery store |

Content words: (cont)

ice cream
juice
lunch
meat
milk
milk carton
milkman
milk truck
money:
penny
nickel
dime
quarter
dollar
peanut
peanut butter
pepper - salt
pickle(s)
sandwich
soup
straw
sugar
vegetables:
beans (red, green)
carrot
cabbage
corn
lettuce
onion(s)
peas
radish
rice
spinach
tomato(es)

B. Instructional activity words:

buy
chew
cook
drink
eat
gather
like to eat
pick
sell
slice

NATURE STUDY

A. Content words:

air
bug
bush
cloud
day
dirt
earth
evening
fall (season)
fog
forest
flower(s)
flowerbed
garden
grass
ground
hail
hill
lake
leaf
leaves
morning
night
plant (noun)
rain
rock(s)
season
seed(s)
shade
shadow
sky
soil
spring
summer
sun
tree
valley
vine
weather
weed
wind
winter
woods

B. Instructional activity words:

| | | | |
|---|---|---|---|
| bloom | fall (verb) | plant | sow |
| blow | grow | | |

THE FARM

A. Content words:

| | | | |
|---|---|---|---|
| bag | farm animals | leaves | soil |
| bale | farm house | pasture | tractor |
| barn | farmer | plant (noun) | trailer |
| barnyard | fence | plow | truck |
| bundle | field | pond | vegetable(s) |
| canal | fruit | pump | water |
| cotton | garden | rake | weather |
| country | gate | scales | windfall |
| crop(s) | grow | seed(s) | |
| farm | leaf | silo | |

B. Instructional words:

| | | | |
|---|---|---|---|
| feed | help | pack | plant |
| gather | irrigate | pick | water |

OUR HOUSE - Outside

A. Content words:

| | | | |
|---|---|---|---|
| attic | driveway | house | roof |
| basement | flowerbed | house number | side |
| carport | flowers | lawn (mower) | stairs |
| chimney | garage | mail | step(s) |
| door | grass | mailbox | trash can |

Content words: (cont)

| | | | |
|---|---|---|---|
| tree | water hose | window | yard |
| wall | | | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| cut the grass | keep clean | sleep | water the lawn |
| eat | knock (on the door) | take care of | trim the yard |
| have fun | | | |

OUR HOUSE - Inside

I. Living Room

A. Content words:

| | | | |
|---|---|---|---|
| chair | piano | sofa | vase |
| curtain | picture(s) | table | visitor |
| floor lamp | radio | table lamp | window shade |
| living room | rug | television | |

B. Instructional activity words:

| | | |
|---|---|---|
| listen to the radio | read | visit with friends |
| play the piano | sit | watch TV |

II. Dining Room

A. Content words:

| | | | |
|---|---|---|---|
| bowl | fork | snack | saucer |
| chairs | glass | supper | silverware |
| cup | knife | napkin | spoon |
| dining table | meals: | pitcher | table cloth |
| dishes | breakfast | plate | teapot |
| food | dinner | platter | |
| | lunch | | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| eat | pass | put | set the table |
| fill | pour | | |

III. Bedroom

A. Content words:

| | | | |
|---|---|---|---|
| bed | chest of drawers | mattress | quilt |
| bedroom | closet | mirror | rocking chair |
| bedspread | clothes | pillow | sheet |
| blanket | clothes hanger | pillow case | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| get up | go to sleep | hang up clothes | dress |
| go to bed | wake up | lie on the bed | sleep |
| get dressed | | | |

IV. Bathroom

A. Content words:

| | | | |
|---|---|---|---|
| bath mat | commode | soap | towel |
| bathroom lavatory | lavatory | toilet paper | wash cloth |
| bathtub | lotion | toothbrush | water |
| comb | mirror | toothpaste | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| brush (hair,teeth) | put on | scrub | turn on |
| dry | rub | turn off | wash |
| flush | | | |

(Review parts of the body and related action words.)

V. Kitchen

A. Content words:

| | | | |
|---|---|---|---|
| cabinet | fire | matches | shaker (salt, pepper) |
| cleaning powder | ice box | oven | shelf(ves) |
| coffee pot | kettle | pan | sink |
| dish(es) | kitchen | pot | soap |
| dish pan | kitchen stool | refrigerator | stove |
| dish towel | kitchen table | | |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| clean | dry the dishes | make (a cake) | wash the dishes |
| cook | fix (breakfast) | put away | |

VI. household items

A. Content words:

| | | | |
|---|---|---|---|
| broom | flashlight | needle | thread |
| clothesline | iron | pail | thimble |
| clothespins | ironing board | pins | wash tub |
| fan | mop | sewing machine | washing machine |

B. Instructional activity words:

| | | | |
|---|---|---|---|
| clean | iron | mop | sew |
| dust | mend | scrub | sweep |